

# e-asTTle



## **Adult and child**

Look at the photo. Write to describe the moment in time it shows.

Find three specific exemplars attached.

Prompt 4: Adult and child

Exemplar 3: Once an adult

## Adult and Child

Once an adult and child went to the beach. They found some blue, yellow and red seaweed, so they started playing the beautiful colored seaweed. They could hear the waves crashing, the seagulls cawwing and the trees rustling in the breeze. They could smell the seaweed on the hot sand and the salty water as they walked along the beach. Then they came to the rock pools and felt the rough rocks beneath their shoes. They were having a really good time alone together. They started searching through the rockpools for crab shell parts, pawa shells and pipi. Once they had enough time at the beach they went back home.

THE END

E00403

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	E00403
Ideas	R1–R6	R4	Ideas are relevant. The ideas are elaborated through descriptive detail that begins to show complexity in creating multiple images in the reader's mind ( <i>waves crashing, seagulls cawwing, trees rustling</i> ).	
Structure and language	R1–R6	R3	Text includes a brief orientation to the topic. Body describes some aspects of the photograph (seaweed, beach). Some structural and language features are more appropriate to a narrative (e.g., structure - sequencing of actions; language - use of past tense). However, the purpose (to describe) is partly achieved through use of strong verbs ( <i>cawwing, rustling</i> ) and adjectives ( <i>salty</i> ) to provide sensory detail.	
Organisation	R1–R7	R4	Ideas are grouped and sequenced, using appropriate linking words ( <i>once ... then</i> ). No attempt at paragraphing.	
Vocabulary	R1–R6	R4	Text includes a variety of precise words and phrases ( <i>waves crashing, rough rocks</i> ). Some experimentation with figurative language (e.g., onomatopoeia - <i>seagulls cawwing</i> ).	
Sentence structure	R1–R6	R4	Sentences show balance and rhythm (see sentence starting <i>They could hear ...</i> ). Structures are varied and include compound and complex sentences.	
Punctuation	R1–R7	R5	Sentence punctuation is correct and is used to support meaning. Commas are used correctly in lists. Experimentation with complex punctuation: comma to mark clause ( <i>... red seaweed, so they started ...</i> ).	
Spelling	R1–R6	R5	High-frequency words are spelt correctly. Text includes a small number of difficult words and these are correct ( <i>plaiting, rustling</i> ). One spelling error ( <i>colured</i> ).	